1 **Using Technology to Enhance Student Learning Through the Secondary Transition Process**

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2 **The right tool for the job**

What is the best tool for affixing a nail?

How about a screw?

3

- Left side of the room come up with as many different tools as you can for putting in a nail other than a hammer
-
- Right side of the room come up with as many different tools as you can for putting in a screw other than a screwdriver

4

we need to have a dynamic system of tools that effectively enable us to do what we need to do.

Dynamic because they should adjust over time to meet our changing needs.

5 **The Toolbelt Theory**

- Task
- Environment
- Skills
- Tools

6 **Task**

At the most basic, I need to know
if I need to *cut* wood or *join* it before I start looking at the tools I need

7 **Environment**

It makes a difference whether I am cutting the wood in my garage or in a forest and whether I am cutting the wood to burn or use to build a cabinet

8 **Skills**

Then, I need to know my *Skills*
- Am I strong? Am I tired? Is my right hand injured? AM I inexperienced with power tools?

9 **Tools**

Once I know all of that, I need to know which *Tools* exist – if I have never seen a chainsaw,

I may spend long hours hacking ineffectively with a saw

10 **Toolbelts**

There is not one answer. Tool choice is based in task, needs, environment, prior knowledge suitability, personal preference and more….

A single solution would be as limiting as a toolbox with one saw, one screwdriver, or one crescent wrench.

11 **Toolbelt Theory**

…suggests that we *teach students* how to analyze tasks, the environment, their own skills and capabilities, an appropriate range of available tools….and let them begin to make their own decisions.

12 **An Example – Writing Tools**

- Task: What am I writing for? Is it lengthy? Will I be graded? Will I need share this? Am I interested?
- Environment: Where? When? Are there distractions? Do I need to be silent? Who else is here? Is there a computer, printer?
- Skills – What about myspelling, my handwriting legibility? My fatigue? I edit better when I….

13 **Tools**

- I can write longhand with a pen for short tasks but I need lined paper.
- I can dictate to a scribe if no one will be disturbed. I can dictate easily to my phone.
- I need quiet if the writing task is more than a couple of short answers
- If I type, I can use spellcheck and word prediction, and listen to my work to see how it sounds - maybe with headphones

14 **Your turn…**

- You have a student case study.
- Go through the thinking of Task, Environment, Skills and Tools for your student
- Create a list of questions you might ask a team who is working to help prepare this student for Transition

15

- Shauna
- Steve
- Zach
- Zoe

16 **Toolbelt Theory**

The most powerful tool is knowledge of what works!

17 **Toolbelt Theory**

- Increase independence
- Develop lifespan technology skills

- Empower student decisions making and self-advocacy
- Prepare students for life outside of and beyond school

18 **Toolbelt theory**

Prepare to use the tools
that everyone else is using.

Prepare students for life
outside of and beyond school

19 **Toolbelt Theory**

So how do we do this in?
…..as professionals
…….as students and families?

What tools/accommodations need to be available in to support teams in finding what might work best for students?

20 **Toolbelt for the future…**

- We need to prepare students to use the technology that will be around in the environments to which they will transition.
- Students will need opportunities to learn to use the tools and reduce reliance on human assistance and prompting

21 **Toolbelt Theory**

The goal is to empower students to continuously assess their changing needs and the ever changing technological environment that surrounds them, and allow them to build their own toolbelts of appropriate solutions to their life challenges.

22 **Questions as you evaluate…**

- Is there a plan to teach the tools to the student?
- Is there a plan to evaluate the efficacy of the tools periodically?
- Is there a plan to evaluate if new tools are needed as the student matures, learns and changes?
- Are student preferences being considered?